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ABSTRACT

This paper outlines some of the issues and identifies information and resources available in the field of performance-based teacher education (PBTE). Issues include (a) performance or product--concerning the chain of accountability from teacher trainers to teacher trainee, resting on the characteristic of demonstrated performance (with the teacher trainee associated with the term "performance" and the pupils associated with the term "product"); (b) assessment of performance-based teacher education--stemming from the goals and objectives that have been set for teacher education and ultimately for children's learning; (c) problems and issues--including the questions of what are the competencies to be measured, how will they be assessed, and is there more than one way for a pupil to respond. Listings of available resources include books, monographs, manuals, publications, newsletters, learning materials, catalogs, and groups with a national focus regarding PBTE. (JCW)

COP Bulletin 1

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NOTES TO THE READER

This is the first of a series of papers, technical assistance materials distributed by NCTL as part of its Developmental Assistance Grant on behalf of COP. We need your assistance -- let us know whether these materials are useful to you, tell us about topics/issues which you wish future papers in this series to address, tell us about/share with us material you have developed which may be of help to other projects.

This is the first of several papers on PBTE. As we have talked with COP project people, PBTE is a central issue.

This paper outlines some of the issues, and identifies information and resources available.

In subsequent papers, we hope to report on what is being done regarding PBTE by COP projects. To do this we need your help. Call/write/send material. Thank you.

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A service provided under a developmental assistance grant from the US Office of Education in support of the Career Opportunities Program to the New Careers Training Laboratory, Queens College, 184 Fifth Avenue, New York City, N.Y. 10010. 212-924-4777.

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The growing movement toward Performance-Based, or Competency-Based Teacher Education represents a new focus on the accountability of educators.[1] This focus reflects the "demand for greater accountability in education generally," (Schalock (1970), 9). This demand, in turn, may be seen as an outcome of the barrage of criticism directed at public education by laypeople and professionals over a broad range of perspectives.

In terms of PBTE, accountability begins with that imposed on the teacher education institution and has as its final focus the learning of children. Teacher trainers are directly responsible for the performance/competence of the teacher trainee. The teacher trainee, in turn, is directly responsible for the performance of pupils, for the "modification of pupil behavior."

This teacher responsibility is now increasingly associated with teacher accountability. Performance-based teacher education, according to one of its strongest advocates, "...provides an absolute criterion for teaching effectiveness and thereby meets the ultimate test of accountability." (Schalock (1970), 5). Giving further stress to the relationship between PBTE and accountability, the same writer states that "by clearly specifying the ends for which they are to be held responsible, performance-based programs meet the requirements of 'an accountability model' in the fullest sense of the term." (Schalock (1972), 115)

PERFORMANCE OR PRODUCT

The chain of accountability from teacher trainers to teacher trainee rests in both cases on the essential characteristic of demonstrated performance -- of the teacher trainee on the one hand, and of the pupils on the other. Often the distinction between these two facets of performance is expressed in the terms performance (by the teacher) and product (children's learning).

Another informative way of expressing this distinction is to think of teacher behaviors, on the one hand, and the products of teacher behaviors on the other hand. By the former is meant "what a teacher does instead of what he knows, believes, or feels..." (Shalock (1970), 4) Consequently, teaching skills rather than knowledge, values and attitudes are stressed, on the assumption that "what (one) does is a reflection of what he knows, believes or feels." In the second concept, products of teacher behaviors, Schalock focuses on two classes of products: (1) "pupil (or instructional) outcomes," and (2) "non-instructional outcomes." Examples of the latter are the development of instructional materials and working with parents so that they "understand the school's policy regarding the reporting of pupil performance." (p.7)

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1. Although a distinction between the meanings of the terms performance-based and competency-based can be made, the two terms are customarily used largely interchangeably. (See W. Robert Houston, Strategies and Resources for Developing a Competency-Based Teacher Education Program; pp. 25 and 26, for a discussion of this distinction).

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The stress in the conceptualizing and the developing of PBTE programs has been, to use Schalock's terms, on teacher behaviors and on instructional (i.e., pupil) outcomes. Growing out of these dual aspects is the central question of the weight or significance to be attributed to each.

Turner proposes an answer to this question based on the concept of levels of criteria against which teachers (or teaching) might be appraised. Turner describes six levels, with Level 1 employing the most inclusive assessment measures and setting the highest standards. Teachers are assessed according to both performance and product at this criterion level, that is on their behavior and upon children's learning. In contrast, at Criterion Level 6 the teacher needs only to "show that he understands some behavior, concept or principle germane to teaching." (p.6) Thus, neither performance nor product is a component of Level 6. With respect to certification, Turner recommends that this occur at Level 3, in which classroom performance of the teacher is the only criterion.

Schalock argues that the criteria for teacher certification (and consequently the primary orientation of teacher education) should "focus upon the products of a teacher's behavior rather than on the teacher's behavior per se." (1970, p.9)

The issues raised by this focus on teacher production are thoroughly explored by Schalock. They include the following questions:

- "What are the pupil outcomes..../and/ the non-instructional outcomes to be realized?
- Who is to determine what /pupil/ outcomes should be?
- What will the 'successful realization of an instructional or non-instructional outcome' look like?....Since children differ, success in getting a child or group of children to read will look different for different children or groups of children..../therefore/ success must always be situation specific
- With what kinds of children must prospective teachers demonstrate that they can in fact bring about given classes of outcomes?
- What variation in outcomes demonstrated can be permitted across students within a given institution or across institutions within a given state?" (1970, pp.6 and 8)

These questions have a common focus on crucial aspects of the processes of measurement and judgement, and so lead us to the second issue.

ASSESSMENT OF PERFORMANCE-BASED TEACHER EDUCATION

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Initially it must be observed that whether the basis of assessment is performance or product, or some combination of the two, the objectives reflected are a crucial dimension of any program. This was implied in the first set of questions Schalock raised, about the desired outcomes of PBTE. It is directly stated in the following editorial note in the newsletter. PBTE: Performance-Based Teacher Education:

> Performance-based teacher education programs and certification policies are only a means to an end. Too many people lose sight of this fact in their concerns over the pros and cons of performance-based teacher education. The more significant problem is what is the "end." What is a state or a college attempting to do by promoting competency policies or programs? An examination of state goals is fundamental to understanding state policies.[2]

And finally, it receives further emphasis in Houston's dictum that "The heart of CBTE /Competency-Based Teacher Education/ is in the objectives established for its graduates. A CBTE program can be no better than the objectives it specifies, for they determine the context for all else." (Houston, 46 and 49)

Assessment of PBTE, then, stems from the goals and objectives that have been set for teacher education and ultimately for children's learning -- the chain of performance and accountability recounted earlier.

The problem of suitable techniques of assessment then arises. We will not attempt an inclusive listing of them. However, familiar techniques are those of direct observation or viewing of video-tapes of classroom performance of both pupils and teacher trainees and of real and simulated micro-teaching situations. These observations can be conducted by "experts", by peers, and by the trainee when video-tapes are used. Instruments such as the Flanders and Amidon schedules for the analysis of interaction may be utilized in recording these observations. To repeat, pupil outcomes as well as teacher behaviors may be observed.[3] The traditional measures of pupil outcomes in the cognitive domain, such as written and oral tests, projects and presentations, are maintained as techniques of assessment of product.

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2. PBTE, Multi-State Consortium on Performance-Based Teacher Education, New York State Education Department, Albany, New York, Vol. 1, No. 3, Oct. 1972, p. 1.

3. Classroom observation of children might be a particularly fruitful way of measuring pupil outcomes in the affective and social domains.

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Two related issues merit serious consideration in relation to utilization of measures of assessment. The first has to do with judgement. Poppendieck writes:

> The principle of judgement is essential to performance. Too long we've sought for easy objective criteria that don't rest on individual insight and judgement. It has been a false trail. While criteria, and check lists with annotations, and case analyses can be used as aids to judgement -- means of making more objectives -- there is finally no substitute for human judgement. Dialogue, group appraisal, client interrogation -- these are supporting techniques that focus professional competence on decision-making, but yet it stands that assessing performance involves human judgement. (pp.6 and 7)

These lines sound a cautionary note. They do not ask us to give up on assessing performance or product because there are no "pure" measures. A way of coping with the basically subjective nature of judgement (if one agrees with Poppendieck) is provided by the use of multiple indicators of assessment. To cite a simple example, consideration of children's reading scores exclusively would be seen as an inadequate indicator of assessing cognitive learning. The use of multiple indicators in the assessment process represents an attempt to compensate for the possibilities of error of any single measurement device on the one hand, and the problem of inherent subjectivity in judgement, on the other.[4]

PROBLEMS AND ISSUES

Whether performance, product, or some combination of the two is the criterion, there are certain problems and issues for COP directors to be alert to as they consider PBTE programs and assessment procedures. We will briefly consider three:

(1) What are the competencies to be measured?

(2) How will these competencies be assessed?

(3) Is there more than one "right" way for a competency to be performed (by the teacher)? And, the complementary question: Is there more than one "right" way for the pupil to respond?

4. Further development of this theme would consider the use of multiple judges in addition to multiple indicators, in the assessment process.

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Nature of Competencies

We will stress two points in this area. The first is expressed in the question: Does what can be measured affect what is chosen to be measured?

It is possible that the very choice of competencies to be assessed may be influenced by the availability of measurement instruments. For example, it is easier to measure certain areas of cognitive learning than others: reading comprehension rather than ability to see relationships, to draw inferences, etc. Or, it is easier to measure cognitive than social or affective development.

After the competencies to be measured have been chosen it is only "natural" to give them priority in teacher education, certification, and the learning of children. However, if their choice was influenced as we have suggested, the priority they then assume would have a basis so arbitrary as to be of questionable utility.

The second point to be stressed is the need to be aware that the measurement process may influence both the level (or quality) of performance and the substance of the findings.

By this we mean, first, that the administering of the measurement instruments may affect the performance of the person being assessed -- positively or negatively. Consequently, one can not be certain that the tested performance is a reflection of a "true" performance. This would be particularly unproductive if the tested performance suffered from the testing situation.[5]

Another way in which the assessment process itself exerts an influence concerns the substantive nature of the findings. By this we mean that the measurement instrument "preselects" the results. In part, of course, this is a logical outcome of the application of any instrument -- each is designed to test in a specific area.

Assessment of Competencies: I. Levels of Attainment

In this aspect of assessment our principal concern is with the problem of levels of competencies. That is, at what level is performance (or product) judged adequate? And, related to this basic question, the following may be asked: are there different levels of competence, e.g., for the third-year teacher trainee, for the degree-holding entry-level teacher, and for the experienced teacher eligible for permanent certification or tenure?

5. This possible effect on performance is part of the rationale for assessment at regular points over a period of time.

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One approach to answering these questions is contained in Turner's concept of six levels of criteria, referred to earlier. It is relevant here because in it the bases for assessment are gradually expanded. At the highest level, they include the product (pupil outcomes) assessed over a period of years (at least two years, according to Turner). However, it must be noted that this continuum of criterion levels does not specify cut-off points. That is, it does not tell us what the product, or the performance, should look like at any one level. This task remains an issue.

Assessment of Competencies: II. Styles of "Performers" and "Producers"

At issue in this second aspect of assessment is the question of individuality in the performance of teacher and pupil. Previously we asked if there was more than one right way for each to perform. According to some advocates of PBTE, the answer is a resounding yes with respect to teacher behaviors. For example, Houston cites research which indicates, and notes that common sense suggests, that the strategies of effective teachers include a variety of styles. He then hypothesizes that --

> While a competency core may exist, the varied teacher personalities, styles, and stances preclude definition of a single set of requirements for all teachers. Further, the more a person is proficient as a teacher, the more likely his professional style is to be unique. (p.23)

Schalock explicity notes that teacher education and certification based on product "accommodates individual differences in teaching preferences or styles in that it allows for wide variation in the means of teaching a given outcome, i.e., in teaching behaviors." (p.5)

So much for variation in the style of the "doer." What, then, is said about the style of the recipient, i.e., the pupil? Schalock declares that all of the various styles of teacher performance must produce given classes of instructional (i.e., pupil) and non-instructional outcomes. Flowing out of our concern with style of pupils, we would then ask, e.g., must pupils in inner city schools demonstrate outcomes in the same manner as pupils in suburban and rural settings (or vice versa)? Schalock's answer would appear to be no. He observed, as we noted earlier, that "Since children differ, success in getting a child or group of children to read will look different for different children or groups of children."

In conclusion, then, the question of the nature of the range of performance styles to be "allowed" teacher and pupil must be answered for effective PBTE programs.

Don't forget -- send us news of your activities around PBTE. Your experiences and information collected will be helpful to others.

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References

Houston, W. Robert, Strategies and Resources for Developing a Competency-Based Teacher Education Program. Albany, New York: New York State Education Department and Multi-State Consortium on Performance-Based Teacher Education, New York State Department of Education, October 1972.

PBTE: Performance-Based Teacher Education. Newsletter, Theodore E. Andrews, Editor. Albany, New York: Multi-State Consortium on Performance-Based Teacher Education, New York State Education Department.

Poppendieck, Robert, The Outlook for the Performance Impact on Teacher Certification. Paper prepared for BEPD, U.S. Office of Education, (no date).

Schalock, H. Del, The Focus of Performance Based Certification: Knowledge, Teaching Behavior, or the Products that Derive from a Teacher's Behavior. Paper prepared for "Performance-Based Certification" conference, The Florida State Department of Education, Miami Beach, Florida, May 19 - 20, 1970.

RESOURCES AVAILABLE

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Books

HOUSTON, Robert and Robert Howsam, Competency-Based Teacher Education Palo Alto, California: Science Research Associates, 1972. A collection of articles dealing with the many facets of competency-based teacher education.

ROSNER, Benjamin, The Power of Competency-Based Teacher Education, Boston: Allyn Bacon, 1972. This book is the culminating report of the Committee on National Priorities in Teacher Education.

Monographs, Manuals and Other Publications

(Available from American Association of Colleges for Teacher Education (AACTE)
1 Dupont Circle
Washington, D.C. 20036 (Unless otherwise noted)

Performance-Based Teacher Education: What is the State of the Art?

Stanley Elam, 1971, 28 pages $2.00
This monograph reviews the historical settings of performance-based teacher education, describes its essential characteristics, projects its implications, and discusses its major issues and problems.

The Individualized, Competency-Based System of Teacher Education at Weber State College
Caseel Burke, 1972, 35 pages $2.00
This publication documents the conceptualization, planning, and implementation of an individualized performance-based teacher education program devised by teacher educators at Weber State College.

Manchester Interview: Competency-Based Education/Certification
Theodore Andrews, 1972, 24 pages $2.00
This paper projects the author's view, in scenario form, of how performance-based teacher education and performance-based certification might look in the future.

A Critique of Performance-Based Teacher Education
Harry S. Broudy, 1972, 24 pages $2.00
Performance-based teacher education is analyzed in relation to three teaching styles: didactic, heuristic, and philetic.

Competency-Based Teacher Education: A Scenario
Wilford Weber and James Cooper, 1972, 27 pages $2.00
The authors describe a program which incorporates all of the elements and characteristics which the authors believe are essential to performance-based teacher education programs.

Changing Teacher Education in a Large Urban University
Frederic T. Giles and Clifford Foster, 1972, 55 pages $3.00
In this publication, the authors describe several performance-based programs which were employed to convert traditional programs to a performance-base at the University of Washington, Seattle.

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Performance-Based Teacher Education: An Annotated Bibliography
172, 59 pages $3.00
(Published jointly by AACTE and the ERIC Clearinghouse on Teacher Education.)
This bibliography, developed by the Clearinghouse and AACTE's Committee on Performance-Based Teacher Education, is an essential resource document to educators and others concerned with studying performance-based teacher education, its promises, and its problems.

Performance-Based Teacher Education Programs: A Comparative Description
Iris Elfenbein, 1972, 115 pages $3.00
In this publication, the author describes and analyzes 17 performance-based teacher education programs in 13 institutions of higher education.

Competency-Based Education: The State of the Scene
Allen A. Schmieder, 1973, 60 pages $3.00
(Published jointly by AACTE and the ERIC Clearinghouse on Teacher Education.)
This publication, a relatively brief outline of the competency-based education movement in this country, is a valuable working tool. This particular summary is intended primarily for people who are already actively engaged in CBE or who, at least, know enough about it to find such a generalized survey both understandable and useful.

A Humanistic Approach to Performance-Based Teacher Education
Paul Nash, 1973, 32 pages $2.00
This publication presents a discussion of the ways in which PBTE can serve humanistic purposes by avoiding the kind of external demands on individuals for "performances" that are alienating and enervating because of their lack of relation to the deepest parts of the person himself.

Performance-Based Teacher Education and the Subject Matter Fields
Michael F. Shugrue, 1973, 23 pages $2.00
Faculty members responsible for the subject matter fields, which account for some 80 percent of the teacher candidate's undergraduate work, are recognizing that PBTE has the potential to revitalize general education, to redefine the teaching major and minor, and to reform graduate education. This publication discusses some of the major issues which PBTE raises for those responsible for general education and the subject matter preparation of teachers.

Performance Education: Resources for Performance-Based Education
W. Robert Houston, March 1973, 242 pages $2.00
This comprehensive annotated listing of resources includes reviews of each item. The resources annotated include films, slide/tapes, modules, programmed texts, and multi-media kits for training prospective or inservice educational personnel.
Available from: The Division of Teacher Education and Certification
New York State Education Department
Albany, New York 12210

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Competency-Based Education Publication List
February 1972

Available from: UGA CBTEP Publications
427 Aderhold Hall
The University of Georgia
Athens, Georgia 30601

All publications in this list are concerned either directly or indirectly with competency based teacher education. Included are instructional modules, program development and research reports, summaries and bulletins. Most of these publications were written by persons at the University of Georgia who are currently involved in the implementation of competency based programs for the preparation of teachers.

CBC Newsletter
A publication designed to provide information on the Competency-Based Certification Project which is being conducted by the Division of Teacher Education and Certification of the New York State Education Department. It may be obtained from:

CBC Newsletter
Division of Teacher Education and Certification
Room 1941 TT
99 Washington Avenue
Albany, New York 12210

PBTE (Performance-Based Teacher Education)
Newsletter published by the Multi-State Consortium on Performance-Based Teacher Education.
Editor, Theodore E. Andrews
New York State Education Department
Albany, New York 12210

HOUSTON, Robert, Strategies and Resources for Developing a Competency-Based Teacher Education Program. Albany, New York: New York State Education Department and Multi-State Consortium on PBTE, 1972. A "handbook" on how to establish a PBTE program.

Texas Standards of Teacher Education and Certification
June 1972
Available from: Commission for Professional Competencies
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

State Educational Accountability Repository Publications
Available from: SEAR
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

1. Bibliography of the SEAR
2. Education in Focus: A Collection of State Goals for Elementary and Secondary Education
3. Legislation by the States: Accountability and Assessment in Education

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Module Package for Delineating Program Assumptions, Goals, and Objectives
Available from:

Georgia Educational Models
College of Education
University of Georgia
Athens, Georgia 30601

A self-instructional set of learning materials designed to aid in preparing a theoretical viewpoint when developing CBTE. Package includes:

1. E. Johnson and G.F. Shearron, Specifying Assumptions, Goals and Objectives for Teacher Education;

2. E. Johnson, G.F. Shearron, and D.A. Payne, Study Guide for Proficiency Module: Specifying Assumptions, Goals and Objectives for Competency-Based Teacher Education Programs;

3. E. Johnson and G.F. Shearron, Self-Assessment Guide for Proficiency Module: Specifying Assumptions, Goals and Objectives for Competency-Based Teacher Education Programs.

A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.
Schalock, Kersh and Koryna, Eds.
Available from: The Superintendent of Documents
U.S. Government Printing Office
Washington, D.C.

This is the final report on the feasibility study of the Comfield model. It is a model for a product based teacher education certification program, developed in the USOE-sponsored Elementary Teacher Education Models Program.

Florida State Department of Education Publications
Available from: Panhandle Area Educational Cooperative
Post Office Drawer 190
Chipley, Florida 32428

1. Catalog of Florida Teacher Education Modules
The modules included are:
Cluster I - Teacher Aide Training
Cluster II - Planning Skills for Teachers
Cluster III - Presentation Skills for Teachers
Cluster IV - Classroom Procedures
Cluster V - Questioning Skills
Cluster VI - Assessment
Cluster VII - Special Skills
Cluster VIII - Assessing Educational Personnel
Cluster IX - School Volunteer Training (described in a separate publication) The components of each cluster are described; material and equipment needed are listed and priced.

2. The Florida Catalog of Teacher Competencies
First Edition, January 1973, 436 pages

Among the sections of the catalog are:
a. "A master list of competency statements with related teacher training materials;

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b. An explanation of the process recommended for operationalizing competency statements (with examples).
c. Examples of cataloged competencies placed in tentative, pre-requisite type hierarchies;
d. An example of the Catalog used in selecting competencies for a middle school program;
e. A descriptive statement concerning the teacher education materials noted in the Catalog including a list of sources for these materials.

3. Catalog; Annotated Listing of Competency-Based Modules,
December 172, 321 pages; and
Addendum A, January 1973, 129 pages.
Florida Center for Teacher Training Materials
University of Miami
Coral Gables, Florida 33124

The catalog has two major sections:
a. The Source Index; "a complete listing of individuals, educational institutions, and commercial firms involved in the production of competency-based materials"

b. Annotation Section; Information includes teacher competencies emphasized in modules brief narrative description of the material, primary audience, estimated time to complete, nature of included audio-visual materials.

Groups with a National Focus re PBTE

The National Commission on Performance-Based Education

Educational Testing Service
Princeton, New Jersey 08540

Frederick McDonald, Director
(609) 921-9000 Ex. 2520

Currently focusing on comprehensive analysis of national situation, on major problems of research and development, and on the development of basic materials of instruction and assessment-evaluation. (Supported by a grant from the Rockefeller Brothers Foundation)

The Committee on Performance-Based Teacher Education

American Association of Colleges for Teacher Education
One Dupont Circle, N.W.
Washington, D.C. 20036

Karl Massanari, Director
(202) 293-2450

Currently focusing on determining the "state of the art" of the national competency-based education movement, and on sparking a widespread national dialogue about the progress, prospects, and problems of the competency-based movement.
(Supported by a grant from the United States Office of Education)

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The Multi-State Consortium on Performance-Based Teacher Education

Division of Teacher Education and Certification
New York State Department of Education
99 Washington Avenue
Albany, New York 12210

Theodore Andrews, Director
(518) 474-6440

Currently focusing on implications of CBTE for state certification and training programs, on interstate sharing of information, materials and personnel, and on helping members states to develop management systems for the development and use of performance-based approaches to teacher education and teacher certification.
(Supported by a grant from the United States Office of Education)

The National Consortium of CBE Centers

Florida State University
Tallahassee, Florida 32306

Norman Dodl, Director
(904) 599-2286

A consortium of the directors of the Elementary Education Models developed under a grant from the National Center for Educational Research--currently focusing on problems of models development, on the further development of their respective local models, the sharing of experiences and criticisms regarding major problems of development, providing consultant services for leadership training and developmental assistance.
(Supported by a grant from the United States Office of Education)

The Southern Consortium

North Carolina Central University
Durham, North Carolina 27707

Norman Johnson, Director
(919) 682-2171 Ex. 466

Currently focusing on development of local models of teacher-education and on a dissemination program for "small" colleges interested in installing CBTE programs.
(Supported by a grant from the United States Office of Education)

The "Teacher Center" Leadership Training Institute

University of South Florida
Tampa, Florida 33620

B. Othanel Smith, Director
(813) 974-2100 Ex. 237

Currently focusing on an analysis of major problems of CBTE programs and on the development of materials that could be used in CBTE programs.
(Supported by a grant from the United States Office of Education)

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State Education Accountability Repository (SEAR)

Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

SEAR is a central source of material published by the states regarding their practice and procedures for developing and implementing accountability and/or assessment programs. It has publications on the progress of accountability programs, statewide assessment, legislation, and other related subjects. (Funded through a Title V Federal Grant, SEAR is one of the features of the Cooperative Accountability Project (CAP) administered through Colorado.)